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ABSTRACT

The purpose of this booklet is to help graduate sociology majors outline a career-planning strategy, highlighting sociological skills that might be valued assets in the eyes of employers. The first two sections help students assess interests and skills, and research careers via publications and informational interviewing. Next, three major aspects of the job application process are covered: preparation of a resume, preparation of a cover letter, and the employment interview. Examples of resumes (functional and chronological) and cover letters are provided. A list of frequently asked interview questions and a table showing reasons for rejection precede the final section, "Avoiding Rejection Shock." The booklet concludes with a list of references and suggestions for further reading, an example of a curriculum vitae, and additional examples of resumes. (LH).

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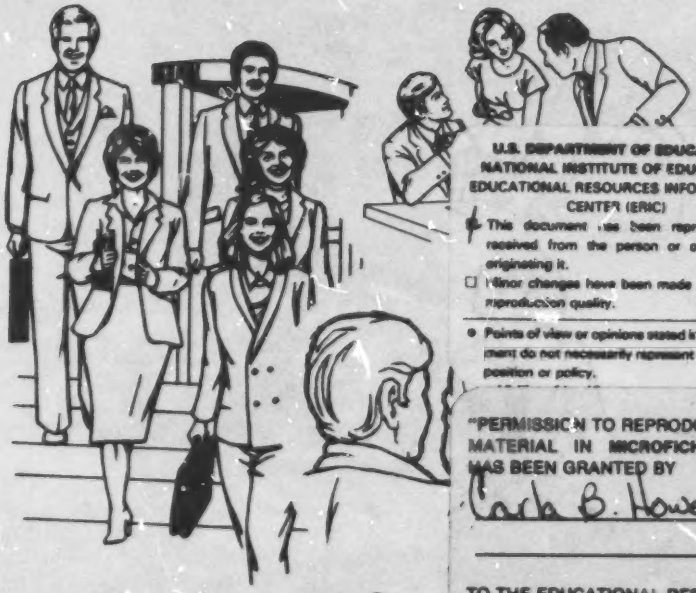
American Sociological Association

MASTERING THE JOB MARKET: USING GRADUATE TRAINING IN SOCIOLOGY FOR CAREERS IN APPLIED SETTINGS

by

Bettina J. Huber



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INTRODUCTION

Graduate students completing their sociological training ten or fifteen years ago did not spend much time contemplating their future career paths. What they were going to do with their lives was a foregone conclusion and most everyone did the same thing. With the assistance of their faculty mentors, they obtained teaching positions at universities and began to undertake the scholarly research that would eventually yield tenure and employment security. For today's graduate student the future is not that simple. With the supply of teaching jobs rapidly diminishing, many of those obtaining MA and PhD degrees in Sociology are seeking careers outside the university. This is a mixed blessing. On the one hand, it opens up new options that may be more in keeping with one's interests and natural inclinations than conventional academic careers. On the other hand, the means of launching a career at the close of one's graduate school days are no longer clear-cut. Instead, the process is fraught with uncertainty and can be overwhelming. Yet, facing these difficulties head on, and developing a systematic job-hunting strategy, may well yield greater long-term career satisfaction for today's graduate students than many of their current mentors can lay claim to.

The primary purpose of this booklet is to assist you in the process of finding employment by outlining a fruitful career-planning strategy. It rests on the assumption that you will define the task facing you in terms of a research project whose central challenge is to locate employment in keeping with your skills, needs and interests. Conceptualized in this way, your search for a job is transformed from a puzzling dilemma into a familiar endeavor. By using the varied research procedures you have mastered during your graduate training, you can systematically uncover and explore the diverse avenues open to you. A second purpose of this booklet is to highlight those sociological skills that are valued assets in the eyes of employers. Although they routinely seek new employees with particular skills, employers are not aware that the study of sociology provides them. Saying you have an advanced degree in Sociology serves primarily to confuse people,[1] but if you detail your skills in commonly understood terms, you are apt to attract their attention. Consequently, your key task in looking for a job is to demonstrate to each potential employer that your sociology training is relevant to his/her vacancy.

People who are hired for challenging and rewarding jobs are not necessarily those with the best qualifications. Invariably, however, they are the most adept at locating choice positions (Irish, 1978: 75). Their number is small because most people rely on ineffective sources of job information. A 1976 study by the Census Bureau revealed that only 22-24 percent of those using the following four search techniques found employment as a result: classified ads; private employment agencies; college placement offices; and friends, relatives, teachers, etc.[2] People who relied on Federal or State Employment Services fared even more poorly—only 14 percent found employment as a result (cited by Polles, 1982). In large part these conventional channels are

[1] If you feel the need to label yourself, call yourself a *social scientist*. This is a common term that means something to everyone, while referring to yourself as a sociologist merely serves to mystify most people outside your department. The common label for social scientists working within the federal government is *social science analyst*, so that is the term to use if you are looking for work in the public sector. Some more specialized labels, such as "demography" or "opinion research" also have currency.

[2] These dreary statistics probably do not apply to the academic job market, where faculty recommendations and responding to advertisements are effective means of finding employment. But it represents the exception rather than the rule.

of limited utility to job seekers because approximately 80 percent of all vacancies above the entry level are not formally advertised (Bolles, 1979: 5-6). As Lathrop (1977: 89) remarks, "unpublicized openings run at a rate of four to one over those that are advertised, and, in the main, represent the most desirable opportunities". These "hidden" vacancies are publicized through word of mouth and the people hired tend to be known to the employer prior to the emergence of the vacancy. In light of this, much of the discussion that follows revolves around means of becoming acquainted with people having the power to hire you, but having no immediately available positions.

The job hunting strategy described in the following pages is designed to make an evaluation of your assets and available opportunities the basis for an adequate decision about what to do at the present time. Your graduate training in sociology is sufficiently broad so that a number of career paths are viable. Which of these possibilities you wish to investigate in depth, should be evaluated in light of your current interests and skills. At the same time, the economic realities of your current situation may not allow you the luxury of deferring employment or of accepting a poorly paid, but career-related, position. Thus, your long-range career decisions and immediate job choices may conflict with one another.

Minimizing such conflicting demands involves consideration of the relationship between jobs and careers. According to *Webster's New Collegiate Dictionary*, a career involves permanent employment requiring specialized knowledge and training, while a job consists of "a piece of work". *Webster's* also defines a career as "a course of continued progress", which suggests that it can be conceptualized as a series of jobs with progressively greater responsibility and importance. This progression can take place through movement from one organization to another, as is the case with a political career, for example, or within a single organization. For most graduate students career decisions revolve around where to begin and how to take the first step in this lifelong progression. In such circumstances, the later stages of a career path are difficult to discern and decisions rest on the notion of future potential. The job you take at present, therefore, need not have a well-defined link to eventual career goals. Rather, it should provide the sort of experience that you can build on as you pursue your long-term objectives. Such an approach allows you considerable flexibility in finding a job that meets your immediate financial and other needs.

Although you should search for a job that speaks to both your interests and career goals, it is highly unlikely that the employment you locate will approximate your ideal. Any job you take will be more in keeping with some of your interests and needs than with others. You must be prepared, therefore, to make trade-offs and strike a balance between varying priorities and requirements. In consequence, the career decision you make at the present time will not be perfect, nor will it be valid for the rest of your life. Rather, it should involve a course of action appropriate to your current circumstances. One way to make this decision is to seek employment in an area currently in demand (e.g., computer sciences). Although having the virtue of simplicity, such a strategy can be mistaken, because what is sought after today may not be in demand ten or fifteen years from now.[3] More importantly, entering work you fundamentally do not like because of expediency is not likely to be satisfying, no matter how successful you are. To some extent, demand must be a consideration in

[3] Recall that until a few years ago people were discouraged from studying engineering because of the supposed oversupply. Today, the shortage is critical in some areas

choosing employment, but as far as possible, you should be guided by your interests and life goals.

Locating employment that utilizes both your interests and skills is a time-consuming process. It can take anywhere from three to nine months before one comes across a desired opening. In light of this, it is important to plan ahead, as you will need financial resources to support yourself until you discover an appropriate job. If economic necessity requires you to begin work immediately, get what Irish (1978: 97) refers to as a stop-loss or "grunt" job. Such work allows you to keep body and soul together, without depriving you of the time to carry on your career investigation. Shift work in restaurants or supermarkets, for example, is ideal in this respect, as it allows you to be free during other people's working hours. Another possibility is to work full-time at a tedious, but well-paid, job until you have saved enough money so that you can afford to be unemployed for several months. Obviously, this is a strategy with which you may have become familiar during your graduate training.

Finding a job that takes advantage of your talents and experience requires time, patience and perseverance. Such a careful search involves three major phases: assessing your interests and skills; researching the careers you find appealing; and applying for specific jobs. Each is discussed in turn in the following pages. This is not to imply that one phase inevitably leads to the next, or that they are mutually exclusive. As the Table of Contents indicates, each element informs the others. Knowledge of your interests and skills assists you in researching careers, which, in turn, informs the content of your cover letters and how you prepare for employment interviews. In addition, informational interviews provide information which allows you to tailor your resume to fit specific jobs. At the same time, preparing your resume gives you insight into what careers to research and helps clarify your interests and skills. Finding rewarding and challenging employment is not simply a matter of completing a series of discrete steps. Rather, it involves immersing yourself in a complex process of discovery which has a number of distinguishable, but not separable, elements. For those certain of the career path they want to pursue, the next section of this booklet, and perhaps the following one, may be less useful than the last.

ASSESSING YOUR INTERESTS AND SKILLS

In choosing a career, it is essential to begin by assessing your interests, needs and life goals. This is crucial because entering a career related to these personal preferences enhances your chances of enjoying and succeeding at your work.

Determining Your Personal Interests

Determing your interests, and specifying them precisely, is often a difficult task. A good way to begin is with a list. If absolutely nothing comes to mind when you sit down to do this, you might begin by considering what you dislike. Making a list of what you hate often suggests what you like. When your list is complete, group related interests together, and rank order the clusters from most important to least important. Closely related to your interests is the question of what you find per-

sonally rewarding or challenging. Is it a high salary, helping others, power?

Insofar as your career delimits your geographical location and available time, you should consider regional and lifestyle preferences in choosing your work. This involves determining whether some of your interests or hobbies require certain types of geographical settings. For example, if you love the wilderness, you would not want to look for work in most major cities, or if you are addicted to live opera, you would not be happy in many small towns. There are always exceptions, of course. Another issue is your family. Are marriage and/or children a definite part of your future? If so, do you feel that a family thrives best in non-urban environments? Or, is a wide array of cultural activities most essential to your well-being?

In addition to the above, you should spend some time thinking about the characteristics of the job setting you would find most congenial. Consider such issues as: whether you like or dislike routine; how much supervision you need or want; whether you want autonomy in defining your tasks; if you want to work closely with your colleagues or relatively independently; how rigidly you want to adhere to a work schedule; etc. The advanced version of *The Quick Job-Hunting Map* provides a helpful structure for sorting out these preferences, as well as your interests. It is available for $1.50 from Ten Speed Press (Box 7123, Berkeley, CA 94707).

Ideally, the job you locate will accommodate all your major interests and preferences. In all likelihood you will not discover such employment, however. Instead, you will have to compromise some of your interests in light of job market constraints and immediate needs (e.g., to earn sufficient income to support yourself, etc.). Inevitably, you will have to find a means of balancing these conflicting demands. So, be prepared for some trade-offs and be willing to adapt your personal preferences to suit the situation at hand. For example, your love of live opera may be satisfied by periodic trips to a nearby metropolitan center, or your preference for "roughing it" may have to be confined to weekend hiking and skiing trips.

Identifying Your Skills

Like interests, skills are multiple and diverse. Fundamentally, there are three types: self-management skills, functional skills and work content skills. The first are generally referred to as personality or character traits, while the second are those necessary for dealing with basic aspects of any occupation. Work content skills are acquired on the job and revolve around specific procedures, languages or subject matter. As such skills are generally specialized and relate to particular jobs, they are not dealt with here.[4]

Although self-management skills can be cultivated and acquired later in life, they tend to be personality traits that are characteristic of you, regardless of activity. Examples include punctuality, enthusiasm, neatness, and warmth. These skills are relevant to career choice and you should give preference to occupations where your "natural" talents are an asset rather than a liability. For example, if you find it impossible to be punctual, you should not take a job where adhering to a strict time schedule is essential. Self-management skills useful in a wide variety of occupations include: assertiveness, calmness, concentration, cooperation, diplomacy, empathy, enthusiasm, flexibility, good judgment, honesty, integrity, initiative, drive, loyalty, orderliness, patience, persistence, reliability, dependability and tactfulness (Curtin

[4] For more detailed discussion of these three types of skills, see Bolles (1978) and Curtin and Hecklinger (1981a:20-25).

and Hecklinger, 1982a:20). Skills particularly valued by employers are: determination to succeed, desire to learn and grow, common sense, clear goals, an eye for detail and accuracy, and love of hard work. The last is the most essential (Yeomans, 1981).

Functional skills are akin to job qualifications and can be acquired through educational, as well as occupational, experience. In addition, they can be transferred from one setting to another. On the most general level, employers search for people with certain basic skills. To be considered an attractive prospect for a job, a candidate must be able to handle people. Ability to work easily with colleagues is important, as is willingness to work as part of a team. Closely related to interpersonal skills are communication skills. These include ability to express oneself clearly and precisely in writing, to produce reports rapidly and on time, and to make effective oral presentations. Everyday English, rather than reliance on sociological jargon, is the hallmark of a good communicator. As important as communication skill is problem-solving ability. This involves a facility for identifying key problems and dealing with them, as well as analytic and critical ability. The so-called "sociological imagination" can be useful in this regard, and its acquisition during your graduate training gives you an edge on other job candidates and co-workers.

These interpersonal, communication and analytic skills are valuable for diverse careers and you should stress them during interaction with employers. In particular they should be highlighted in resumes and during job interviews. The importance of these skills is highlighted in a recent survey by Lyson and Squires (1982) of 65 employers who used the American Sociological Association's employment services during 1979 or 1980 in their search for people to work in applied settings.[5] The researchers found that the abilities to think critically and write were among the skills the employers considered essential. In addition, they valued ambition, motivation, creativity and previous job experience. Further, one of the key shortcomings of PhD sociologists interested in applied work was said to be their inability to communicate with non-academics. Employers also indicated that the job applicants they encounter tend to lack sophistication about the realities of non-academic life and know little about substantive areas outside the sociological realm.

Above and beyond these general functional skills, a number of specialized abilities are valued by firms such as Rand (Williams, 1982) and General Motors (DeWeese, 1981). These include: the ability to delineate a research agenda that is significant and contains feasible projects; the ability to organize a large body of literature and zero in on a specific area; the ability to initiate projects independently and persevere until they are completed; and the ability to project a suitable time frame for an investigation and meet deadlines once they are established. Like your general skills, your abilities in these areas should be stressed in discussions with prospective employers.

Graduate training in sociology provides many of the skills outlined above, but most employers are unaware of this. If, therefore, you confine yourself to telling them that you have a graduate degree in sociology, your talents will remain hidden assets. If, on the other hand, you *translate your sociological training into specific skills, and into terms prospective employers understand*, you will receive a positive reception. Your courses in methodology, for example, and your experience with data collection should be discussed in terms of research design or analytic skills. Expertise in survey research and computer use are in greatest demand at present, but experience with

[5] Close to half were involved with research consulting firms. Thus, the sample is by no means representative.

observational research is also helpful. Further, training in sociological methodology gives you a clear advantage over other social scientists in the research area (Weston, 1982). Analytic ability is also acquired in theory courses and through work on your thesis. The latter also provides training in problem-solving, as well as practice in applying theoretical frameworks to concrete situations. These abilities are important for a variety of occupations (Weston, 1982).

In addition to developing your analytic abilities, the process of writing your thesis and other term papers refines your writing skills. Hopefully, this occurs without your simultaneously becoming reliant on sociological jargon. Teaching experience, either as an assistant or as an instructor, develops verbal communication skills. By requiring you to interact with a wide variety of students, teaching develops your ability to articulate your thoughts clearly and simply. Further, teaching trains you to handle diverse audiences, think on your feet and cope with audio-visual constraints or failures. These skills are vital in dealing with the clients one encounters in diverse occupational settings (Weston, 1982). The interpersonal skills required for such interaction may also be enhanced through courses in social psychology.

Finally, the substantive work you have done may be relevant to more specialized positions. Thus, courses in social psychology, for example, may be good preparation for marketing and advertising or personnel work. Similarly, work in deviance and criminology is valuable for all occupations dealing with prisons or other aspects of the criminal justice system. Demographic skills, in contrast, are vital prerequisites for jobs with certain government and international agencies. To cite one example, familiarity with organizational theory, one of sociology's major concerns, is vital for a career in business, given the current concern with improving worker productivity and the quality of output.

The skills enumerated above by no means exhaust the variety of job-related skills graduate students acquire during their sociological training. Those mentioned are meant to be illustrative and stimulate your imagination as you set about defining your own unique set of skills. Although it pays to be inventive in this endeavor, creativity should not be confused with misrepresentation. Remember, the purpose of enumerating your skills is not to overwhelm prospective employers with your incredible array of talents, but to spell out the virtues of sociological training in clear, easily comprehensible terms.

If you have decided to apply your sociological expertise in the corporate arena, one way to ease the transition from graduate school to employment is to participate in the special summer courses that a number of business schools have set up in recent years. The purpose of these intensive seminars is to prepare people with PhDs in the humanities and social sciences for careers in business. Although varying in content, all programs teach basic business concepts and job hunting skills. They also provide career counseling. Universities with summer sessions of this sort include: New York University; the Wharton School at the University of Pennsylvania; the University of Virginia; Harvard; the University of California at Los Angeles; and the University of Texas at Austin. Admission to the programs is competitive and the number of participants is limited. In addition, all charge fees.[6]

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[6]The University of Virginia, whose program is entitled "Career Opportunities Institute", charged approximately $1000 for participation in the 1982 program (this included tuition and housing). At NYU, the "Careers and Business" program received 300 applications for the 60 openings in its 1981 program. As this is the oldest program, competition for admission may be especially stiff.

RESEARCHING THOSE IRRESISTABLE CAREERS

Once you have developed a clear picture of your interests and skills, you are ready to begin the next phase of your career planning. This involves finding out as much as you can about the occupations you are interested in pursuing. During the course of your research, you should ascertain how your interests, and particularly your skills, are related to each possibility you are considering. Do not allow such concerns to restrict you unduly, however, as most talents and qualifications can be shaped to fit a wide variety of occupations. In fact, one of the central objectives of your research is to determine how your talents can be articulated so that they match the needs of employers.

The first step in this phase of your job search is to make a list of those occupations you think you might be interested in pursuing. In compiling your list, bear in mind that education is a very broad field. In addition to college and university teaching, it includes: training academies for groups such as fire fighters and police; corporate training and education departments; local and state councils on higher education; designers and manufacturers of educational equipment; foundations; private research firms; regional and national associations of universities; state and congressional committees on education; specialized educational publishing houses; professional and trade societies; etc. (Bolles, 1982: 322). Further, in thinking about your options, it may be useful to ask your parents, teachers and friends for advice. Ask them what careers they think you are best suited for and insist upon their specifying the special talents you have for any given occupation.

Once your list is complete, find out as much as you can about each occupation on it. The most effective means of gathering such data is first hand experience. This involves getting a part- or full-time job in one of your areas of interest, or doing volunteer work for an extended period. It may also involve completing an internship. If your department cannot assist you in arranging one, inquire at the Placement Office. Be persistent, as the latter may not be used to placing sociology students, and may need some encouragement to do so. Even if your practical experience involves work of little significance, you can use the opportunity to observe what others are doing and what you might someday be responsible for. More importantly, you can talk to people doing the sort of work you are interested in and ask them to give you their view of their occupation. First-hand experience also allows you to establish contact with people who might be able to tell you where to look for openings and who to approach once you begin looking for a job in your chosen field. In consequence, if you have had past experience in your area of interest, think back to whom you met and whether you can renew any acquaintances that might be helpful. If getting additional practical experience is an option, be sure to take advantage of the opportunity, as this is one of the most effective means of getting permanent employment.

The Written Word

If getting practical experience is not feasible, consult the wide variety of descriptive material available on individual occupations. Either the campus library, the Placement Center or the Career Counseling Center should have one or more volumes of job descriptions. Some of the basic sources are listed in the section on "Suggestions

for Further Reading" at the end of this booklet (see page 35). In addition to concrete descriptions, material on career choice and the nature of the current job market should be available.

Much of the last category consists of forecasts of prospects in particular fields. There are a number of reasons why these should be taken with a grain of salt. First, they are notoriously inaccurate; yesterday's scarcity is tomorrow's glut and vice versa. Second, no matter how overcrowded an occupation is said to be, there are always some openings. And third, if you are not interested in a field, you should not enter it no matter how good the opportunities. At best, therefore, forecasts can tell you how hard you will have to work at finding a position in your chosen field. Of course, if you find several areas equally attractive, projections of likely prospects for the next ten years can be helpful.

In addition to being cautious in your use of job market forecasts, you should be critical of everything you read, as some career information is inaccurate. One reason is that library material may no longer be current. Always check the publication date before you read anything; the more recent it is, the better. Another source of inaccuracy is bias. Generally, this is not the product of purposeful misrepresentation, but a consequence of excessive enthusiasm. Industries, for example, often oversell the opportunities in their area. If possible, you should consult more than one source in researching various aspects of an occupation. This is a particularly important safeguard when dealing with issues such as salary, which are subject to variation and rapid change. Further, be innovative in your search for information. Do not limit yourself to the library, but go further afield. Many businesses and public agencies provide information about themselves for the asking. Public relations and public information offices, especially if visited in person, are good sources for getting descriptive brochures, catalogs, annual reports, newsletters, etc.

The Personal Approach: Informational Interviewing

In addition to consulting written material, it is valuable to talk to people who are doing the sort of work you would like to do. This allows you to get up-to-date information and a real sense of what an occupation is like. A good way of gathering information from practitioners is through informational interviewing. Once you have completed a series of these personal encounters, you should be able to eliminate some of the career options you have been considering. For those that remain viable, informational interviews allow you to become acquainted with a series of people potentially capable of offering you a job. These informal contacts become part of the network that will eventually land you a job. Recent research shows that three out of four job seekers get first word of the opening they eventually fill through informal contacts (Germann and Arnold, 1980: 65).[7] Further, over half of the employers surveyed by Lyson and Squires (1982) indicated that they rely heavily on the word of current employees in identifying suitable candidates for employment. This appears to be a general practice, since the odds of finding employment by contacting a series of employers are about one in four, as opposed to one in 20 for newspaper advertisements and one in 25 for employment agencies (Lathrop, 1977: 163).

But what is informational interviewing? In essence, it involves having an extended

[7] My thanks to Paul Reynolds for bringing this to my attention.

conversation with people practicing the occupations you are exploring. Your potential conversation partners should *not* be members of a firm's or agency's personnel department, but people actually doing the work you would like to do.[8] Further, they should be positioned above your potential entry level so that they have the capacity and power to hire you at a later time. The virtue of such an approach is that you can talk to people who make employment decisions without being at their mercy. That is, you are in control during an informational interview because you are asking the questions and directing the conversation. In consequence, you need not be apprehensive about difficult or unexpected questions, as is the case in a conventional employment interview. Moreover, your subjects are under no obligation to you, and therefore may be more forthcoming and helpful than they would be if you simply ask for a job. The major constraint informational interviewing imposes on the job seeker is confining the search to a limited geographic area. It is quite feasible, however, to plan a brief interviewing trip to a new area, once you have completed preliminary preparation and reading in your current location.

The trick to obtaining informational interviews is making initial contact with your potential subjects. The first step in doing this is ascertaining the names of people heading units whose work is of interest to you. Consult annual reports and public relations or informational materials for such information, or call the organization and ask for the name of the person heading a given unit.[9] Armed with the appropriate names, you are ready to make the initial contact. Probably the most effective means of doing this is to write a letter outlining your interest in an interview. Say you are thinking about entering _____ as a career field and would like to get your subject's views on the field's opportunities and requirements before making a final decision. Mention a specific time when you will call to make an appointment. Also specify how long the interview will take—a half hour should be sufficient in most cases—and adhere to this time limit.

Strangers may agree to meet with you if approached by letter or telephone, because most people like to talk about their work, and are flattered to be asked for advice about what others should do (Irish, 1978:79). Further, "...most people in responsible positions—from section heads to presidents and directors of major organizations—are highly receptive to men and women who come in with a strong interest in their field of work, activities, and problems and with some good ideas about them" (Lathrop, 1977:167-168). Another reason strangers may agree to your interview request is that you are asking only for information and *not* for a job. It is very important not to be drawn into discussion of a particular opening during the course of the interview. You must maintain your emphasis on information throughout. Always state that you are considering the subject's occupation as one of *several* possibilities. Allowing yourself to be drawn into discussion of a specific position compromises your credibility. Should your interview subject be impressed with you, there will always be time to explore specific job possibilities after the initial encounter.

Although strangers may be responsive to a polite request for an interview, undoubtedly your likelihood of success will be enhanced if you are referred to your

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[8] Of course, if you are interested in personnel work, this would not apply. Under such circumstances, you definitely want to talk to people in the personnel department.

[9] If you are asked why you want to know, say you need to write the person a letter or are working on a personalized promotional mailing.

potential subject by a friend. The best tactic is to have someone you know approach your subject and broach the possibility of an interview. Then, you can call at a later date to arrange the time and place. If this is not feasible, mentioning the name of a mutual acquaintance in your initial letter is helpful. To take full advantage of this sort of assistance, spend some time identifying people who might be helpful in setting up interviews. Probably the best possibilities are family members and friends, as the odds are about 50-50 that you will locate employment through someone who knows you (Lathrop, 1977:63). At the same time, some of your sociology faculty may be knowledgeable about employment opportunities, and can be particularly helpful in arranging informational interviews as a result. In addition, your department may have a list of recent graduates and their areas of employment. If any are engaged in the sort of work you are interested in, they are good contacts because of your common graduate experience. It pays to look even further afield than this. Neighbors may assist you, as may friends of friends. Even people you meet at parties may know someone you could profitably interview. Other means of locating useful contacts include looking through your high school and college alumni publications to see what your classmates are doing, and participating in the activities of professional or trade associations. In fact, while you are in the process of searching for a suitable job you should evaluate everyone you meet in terms of their ability to help you.

Once you have succeeded in arranging an informational interview, prepare for it by drawing up a list of questions to pose to your subject. Exactly what you ask will differ with each interview, but there are certain general topics you will always want to pursue. These include: current problems or challenges facing the field; entry requirements; the employment outlook; working conditions; career mobility; and salary prospects. Asking about the last topic prepares you to deal with the essential issue of salary during an eventual employment interview. Also, inquire about the vocabulary currently fashionable in the occupation you are exploring. Research skills, for example, are labeled differently in various employment sectors. Sometimes they are called data reduction or data management skills, while in other cases the current in phrase is "numerical modeling".[10] Once you learn what the jargon is, use it to your advantage in resumes and interviews.

Table 1 lists a series of questions relevant to most informational interviews. Where possible, questions should be tailored to the subject's organizational context. As you will have read all the written material available about his or her agency prior to arranging the interview, this should not be difficult. Such reading also allows you to display your knowledge of the firm during the course of the interview. According to Bolles (1982: 166-170), getting a job with the agency or firm of your choice requires only one thing: knowing the answer to the first question listed in Table 1. Once you know the key problems, showing your prospective employer how your skills can help solve them will yield employment, even if a new position has to be created especially for you. Although employers may not be as appreciative of your skills as Bolles implies, finding out about the challenges facing a field should be an essential part of your informational interview.[11] So should the last question listed in Table 1, as it is a way of obtaining other interviews. If possible, get the names of several potential

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[10] My thanks to Preston Driggers for bringing this matter to my attention.

[11] Occasionally your interview subjects may not be entirely forthcoming about their firm's problems. In this case, one can get the necessary information by talking to stockbrokers or others knowledgeable about a particular firm.

Table 1: QUESTIONS TO ASK DURING INFORMATIONAL INTERVIEWS

- what are the current problems/challenges of your field or facing your organization?
- what do you find are the chief satisfactions and frustrations of your work?
- what is the range of your duties?
- what are the physical and psychological demands?
- what do you do in an average day?
- what are the working conditions?
- how does your work relate to organization as a whole?
- does this job allow you to acquire skills and responsibilities that will allow you to advance in the organization?
- what opportunities are there for career mobility?
- what sort of career path does a person in your field typically follow?
- could you use the skills acquired here in another organization or job?
- are employees encouraged to acquire further education?
- what are the requirements for entry into the occupation?
- what types of organizations employ people in your field?
- how did you get into this field and your present position?
- what is the employment outlook, locally and nationally?
- what is the pay range in this organization and what fringe benefits are there?
- what is one's probable and potential earning power in this field?
- what compromises do you have to make in this job that you find problematic?
- how might I go about getting into your field?
- what advice would you give someone considering your occupation?
- can you recommend other people who might be willing to discuss their work with me?

Note: most of these questions are drawn from a more extensive list in Curtin and Hecklinger, 1981b.

subjects before leaving. If you do, the number of strangers you approach for interviews will be limited.

Following the interview, be sure to write your subject a thank you note. Simple courtesy demands that people be thanked for spending time with you. If you were impressed with the firm or agency you visited, the thank you note can perform additional, very important functions. First, you can use it to remind your subject of your strengths, thereby keeping yourself under consideration for future employment. Second, the note can provide a vehicle for asking your subject to contact you if he/she hears of any job openings that you should know about. Be sure to enclose a copy of your resume when making such a request. But do not let matters rest there. Periodically contact subjects whose work setting you liked and ask them about openings.[12]

Informational interviews should be evaluated in several respects. Begin by determining what you learned about the subject's occupation, being sure to assess the

[12] For more detailed discussion of informational interviewing, consult Moore (1978) and Bolles (1982:133-161).

negative as well as the positive features of the career. Eligibility requirements are an important factor to consider in this respect. Did you find out about educational qualifications, as well as whether the type of work you want to do requires practical experience and how it may be acquired? In addition, the question of autonomy may be significant. If you are used to considerable discretion, as many graduate students are, in defining your research and work, the close supervision involved in many jobs, especially at the entry level, may be difficult to adjust to. So, if you value autonomy, take care to seek out a firm or agency that grants it. Further, the likelihood of rising in the ranks should be determined during your interviews, as should your long-term earning power.

A second evaluative consideration is the credibility of your subject. Some people are out of touch with the realities of their field and may give you poor advice as a result. Or, if they have succeeded too quickly, they may have a distorted view. Often, recent entrants have a more realistic view than those who are well-established, and can give you better tips on how to get hired. But they do not have the power to offer you employment. You may want to begin by interviewing such low level, but savvy, informants,[13] and work your way up to those able to hire you. Finally, round out your evaluation of your interview by determining if you should change your style and approach in subsequent encounters.

APPLYING FOR JOBS

Once you have narrowed your options to one, or perhaps two, particular occupations, you are ready to begin applying for specific openings. There are three major aspects of this process: preparing a resume; drawing employers' attention to your resume with an appropriate cover letter; and the employment interview. In the following pages, each is discussed in turn.

Preparing Your Resume

A resume serves two functions. First, and foremost, it provides a means of developing a clear, concise summary of your skills and experience, so that *you* know what you have to offer. And second, the resume provides prospective employers with a written summary of your qualifications, and is a vehicle for communicating your abilities to them. In this respect, it should attract sufficient interest so that people will desire additional information about you. For, in the absence of personal contact with employers, the resume is your key to an employment interview, which, in turn, is your key to a job. In preparing your resume, your main task is to show that you have fully exploited the opportunities available to you, and not that you have unlimited talents. To accomplish this, your resume should be arranged so that it effectively highlights those skills, abilities and strengths that employers value (Lathrop, 1977: 75). Further, it must be radically different from the curriculum vitae used in applying for academic jobs. The two summaries of your background are *not*

[13] Likely candidates are recent graduates of your department.

interchangeable. To fully appreciate the distinction between them, compare Jane Doe's curriculum vita in Appendix A with Tables 3 and 4. Preparing a resume that serves you well requires considerable time, energy and thought. If hastily compiled, the final product will not be as clear, concise, well-organized or positive as it should be.

All resumes are similar in structure in that they set out an occupational objective and indicate how your qualifications relate to it. Your Professional Objective should be articulated in terms of a general job category rather than a specific title (i.e., personnel relations and not Assistant Director of Personnel). In addition, it should reflect your outstanding abilities and accomplishments, as well as employers' objectives rather than your own (Lathrop, 1977: 77-78). Thus, for the purposes of your resume, your objective is not to find rewarding work, but to improve personnel operations, for example, or increase an organization's effectiveness. By stressing what you can offer employers, rather than what they should offer you, your chances of being favorably considered for a job are increased.

There is no single prescribed resume format. Rather, your resume should be prepared so that your background appears in its best possible light. The conventional format is *chronological*, but it is by no means universally adopted. Using this resume arrangement involves giving an exact account of when and where one has worked, beginning with one's most recent job and listing other positions in reverse order. In each instance, you would specify employers' names, dates of employment, and your responsibilities and accomplishments. Table 4 provides an example of a chronological resume (see page 18). If you have held jobs of steadily increasing importance, this format is an impressive way of presenting your employment history. Most students do not have such progressive and extensive experience, however. In this instance, resumes are more effective if articulated in *functional* terms. This format is a good one for people with a varied job background or for those changing careers. It emphasizes skills and contributions, rather than specific dates and jobs.

Table 2 summarizes the major components of each resume format. As you can see, similar information is included in each, but it is presented in different form. The only category invariably appearing in both resume types is the one entitled "References", though some (e.g., Lathrop, 1977: 85) argue it is unnecessary, as employers assume you will supply references if asked to. When including this category, all you need say is "available on request". Never list your referees on the resume itself. If nothing else, doing so takes up considerable space. Moreover, it gives too much unnecessary information to potential employers, especially to those one may have second thoughts about. But you should assemble a list of three or four references that can be made available to anyone who inquires. These referees should be people who are familiar with your abilities as a worker or a student. Further, whenever possible, they should be established in the community, be it local or academic. Like references, publications should not be detailed on your resume—they take up too much space. Just note that they are available on request.

Table 3 provides an example of the type of resume that a typical student in a sociology graduate program might compile. It utilizes the functional format because Ms. Doe's employment history is spotty and because many of her skills were acquired through course work and academic projects. Although the example does not do so, a separate category for job experience may be included in the functional resume. It would follow the various skill descriptions and is justified only if required

Table 2: COMPONENTS OF A RESUME

Chronological Resume

Name
Address
Home Telephone
Office Telephone (if you have one); do not list business address.

Professional Objective: state the position you wish to obtain; your relevant skills; and the type of organization you prefer.

Experience and/or Employment Record: list most recent job first and work backwards. Give the name and address of each employer and concisely describe your responsibilities and accomplishments. List dates of service. (See Table 4 for format.)

Education: list all degrees past high school. Begin with highest degree and work downwards. In each case, supply degree, institution, date of graduation, academic honors and major. List fluency in foreign languages.

Military Service: optional.

Special Skills: include data analysis skills, communication skills (verbal and written) and interpersonal skills.

Interests: include hobbies, athletics.

Memberships: in campus, civic, political and religious organizations. Mention any offices held or special responsibilities.

Background Information: optional. If advantageous, may list age, marital status, health, number of children, etc.

References: state that these will be furnished on request. Never list references on your resume.

Functional Resume

Name
Address
Home Telephone
Office Telephone (if you have one)

Professional Objective: see above.

Skills and Abilities: list three or four areas of expertise and specify how your work and volunteer experience relates to them.

Employment History: optional. List years employed, position, and employer.

Education: optional. See above for information to be listed.

Military Service, Interests, Memberships, Background/Personal Information, Publications, Awards/Honors: optional. May be listed if they are to your advantage. See above for specific information might list.

References: state will be furnished on request.

(Adapted from: B.M. Curtin and F.J. Hecklinger, 1981c: 13-18.)

Table 3: EXAMPLE OF A FUNCTIONAL RESUME

JANE DOE
198 Friendship Way, Richmond, VA 23280. 804/232-4136

PROFESSIONAL OBJECTIVE	POSITION IN PUBLIC AGENCY OR PRIVATE INDUSTRY—especially where knowledge of organizational dynamics and expertise in social research are needed, and ability to communicate and organize are assets.
ORGANIZATIONAL DYNAMICS	Devised and executed study of local environmental organization. Focused on organizational features facilitating its successful functioning. (Master's Thesis project.)
	Completed specialty examination based on exhaustive review of the literature dealing with dominant modes of organization and their effectiveness. Focused on corporate functioning.
	Analyzed dynamics of bureaucratic functioning for class dealing with "Complex Organizations".
SOCIAL RESEARCH SKILLS	Completed secondary analysis of a national sample of student questionnaire responses. Executed multivariate analysis designed to pinpoint familial and other factors molding high school students' career aspirations.
	Carried out case study of an organization devoted to environmental preservation.
	As a Research Assistant for a project on Student Alcohol Use, assisted in campus-wide survey of student drinking patterns.
	Undertook observational study of student council for class on "Sociological Methodology". Identified voting patterns and factors conducive to coalition formation.
COMMUNICATION SKILLS	As a Teaching Assistant for courses in Introductory Sociology, Environmental Sociology and Socialization, led multiple discussion groups for 6 semesters. Fostered student exchange about material presented during lecture and was consistently able to generate lively discussion. Also prepared and delivered lectures for courses dealing with Environmental Sociology and Socialization.
	Prepared 200-page doctoral thesis detailing the antecedents of career aspirations.
	Prepared 50-page Master's Thesis summarizing own research on local environmental organization. Received departmental award for outstanding Master's paper of 1977-78.
	As Vice President of Graduate Student Association, was responsible for communicating student views to faculty. Regularly participated in lively debate at faculty meetings.

	Completed paper summarizing recent social research on how people deal with environmental disasters.
ORGANIZING AND COORDINATING SKILLS	Supervisor of evening shift; McDonalds. Coordinated activities of 10-person crew. Efficiency increased so dramatically that crew size reduced from 12 to 10. At same time, customer waiting time reduced by 20 percent.
	Member and Chair of Student Council Social Action Committee of George Mason University. Responsible for recruiting students to assist in work of local voluntary organizations. Placed 500 students in 50 agencies.
	Work Director; Gilbert and Sullivan Players. Responsible for coordinating household and other work assignments of 90-member company.
EDUCATION	PhD; University of Maryland, College Park; 1982 Area of Study: Sociology MA; Virginia Commonwealth University; 1978 Major: Sociology Special Emphasis: Social Organization BA; George Mason University; 1975 Major: Sociology Fluent in Italian. Reading knowledge of French.
MEMBERSHIPS	College Athletes Association Governing Council; Sierra Club of Richmond American Sociological Association
INTERESTS	Needlepoint, swimming and camping
PERSONAL INFORMATION	Born: April 1, 1955, Washington, D.C. Willing to travel; have traveled extensively throughout Europe. Hope to be remembered for having improved organizational effectiveness and productivity.
PUBLICATIONS	Available on request.
REFERENCES	Available on request.

for the sake of clarity. Notice that the Education category is not one of the first listed, but one of the last. This is because a resume should highlight concrete skills and experience rather than degrees. In addition to listing degrees and special skills acquired after high school, include fluency in foreign languages and your grade point average if it is exceptional (Lathrop, 1977: 81).

Table 4 takes the information contained in Table 3 and organizes it in chronological form. All this transformation involves is listing relevant skills and accomplishments

under specific jobs rather than in separate categories.[14] Note that dates of employment are not listed prominently, but unobtrusively included in each job summary. They could also have been placed in parentheses at the end of each entry. In compiling a chronological resume, you cannot leave time periods when you were not working or partially employed unaccounted for, but you can select a cut-off point (i.e., when you first began working). Further, you should de-emphasize experience that is more than ten years old (Lathrop, 1977: 79).

Given Jane Doe's background, the chronological presentation is less effective than the functional one, as it highlights her employment experience rather than her varied talents. In addition, skills acquired through graduate work are less effectively integrated in the chronological format. Since the paramount purpose of the resume is to highlight skills, rather than job duties or degrees, the functional format is the more useful in this particular instance.

Table 3 contains an unrealistically large range of activities because it is meant to indicate what sorts of information can be included in a functional resume. No one would list all these activities. Most probably you would want to list a more limited number and describe each in greater detail. For some examples see Appendix B. In reducing the number of items, you need not limit the range of activities, however. Note that Table 3 includes papers or projects prepared for individual courses, as well as research and teaching experience. Moreover, public speaking experience (e.g., papers read at meetings, guest lectures, etc.) should be included in your resume,[15] as should non-academic activities. Summer jobs and undergraduate activities are good candidates for the latter, as the section on "Organizing and Coordinating Skills" indicates.

Like the resume as a whole, the Professional Objective is very comprehensive. You would probably want to be more specific in preparing your own. Most importantly, tailor your Professional Objective to fit specific jobs as you apply for them. For example, if Jane Doe were applying for a job in business, her Professional Objective might be "a position in corporate management, especially where knowledge of organizational dynamics and coordinative skills is needed." If, on the other hand, she were applying for a government job, she might define it in terms of "a position in a state environmental agency requiring experience in social research and familiarity with environmental problems." In each case her resume would highlight the experience and skills most closely related to the more specific occupational goal. Finally, remember that the sections on Memberships, Interests and Personal Background included in Table 3 are optional. Only include them if the activities listed are likely to impress prospective employers.[16]

Regardless of whether you decide to adopt the functional or chronological style, you should follow a few simple principles as you prepare your resume.

First, be selective. Do not incorporate everything you have ever done into your resume. Instead, list only those experiences, skills or personal background factors that will appeal to employers and be beneficial in your chosen career or job. Remember, inclusion of irrelevant and non-essential information can lead to your being

[14] Insofar as Table 4 includes job duties, it introduces functional elements into the chronological format. But, in most cases, employers prefer this sort of combination.

[15] My thanks to Joyce Rothschild-Whitt for this tip.

[16] In applying for jobs in business Jane Doe probably would not want to list her Sierra Club membership, nor that in the American Sociological Association. Her athletic activities would be included, however, as they are considered good preparation for the competitiveness and teamwork of the corporate world.

Table 4: EXAMPLE OF A CHRONOLOGICAL RESUME

JANE DOE
198 Friendship Way
Richmond, VA 23280
(804) 232-4136

PROFESSIONAL OBJECTIVE

POSITION IN PUBLIC AGENCY OR PRIVATE INDUSTRY—especially where knowledge of organizational dynamics and expertise in social research are needed, and ability to communicate and organize are assets.

EXPERIENCE

Teaching Assistant; Sociology Department, University of Maryland. 1981-82. Led 2 discussion groups for 2 semesters in course dealing with socialization. Generated lively discussion of course material. Also prepared and delivered several lectures.

Teaching Assistant; Sociology Department, University of Maryland. 1979-81. Led 3 discussion groups during 4 semesters. Fostered student exchange about material presented during lecture and clarified ambiguities of course material.

Teaching Assistant; Sociology Department, University of Maryland. Spring, 1979. Led 2 discussion groups in course dealing with environmental sociology. Encouraged student exchange about material presented during lecture and was consistently able to generate lively discussion.

Staff member; Sierra Club, Richmond, VA. Fall, 1977. Assisted in successful campaign to prevent sale of state game preserve as site for nuclear power plant. Collected observational data on organizational modes preferred by Club.

Research Assistant; Sociology Department, George Mason University. 1975. Participated in project on Student Alcohol Use and assisted in campus-wide survey of student drinking patterns.

Supervisor of evening shift; McDonalds, Richmond, VA. 1975-78. Coordinated activities of 10-person crew. Efficiency increased so dramatically, crew size reduced from 12 to 10. At same time, customer waiting time reduced by 20 percent.

Work Director; Gilbert and Sullivan Players, Falmouth, MA. Summer, 1974. Responsible for coordinating household and other work assignments for 90-member company.

EDUCATION

PhD; University of Maryland, College Park; 1982
Area of Study: Sociology
MA; Virginia Commonwealth University; 1978
Major: Sociology Special Emphasis: Social Organization
BA; George Mason University; 1975
Major: Sociology
Fluent in Italian. Reading knowledge of French.

SPECIAL SKILLS

Experience in survey and field research.
Expertise in organizational dynamics.
Knowledge of social responses to environmental disasters.

MEMBERSHIPS

Member and Chair of Student Council Social Action Committee of George Mason University. Responsible for recruiting students to assist in work of local voluntary organizations. Placed 500 students in 50 agencies.

College Athletes Association
Governing Council; Sierra Club of Richmond
American Sociological Association

INTERESTS

Needlepoint, swimming and camping.

PERSONAL INFORMATION

Born: April 1, 1955, Washington, D.C.
Willing to travel; have traveled extensively throughout Europe.
Hope to be remembered for having improved organizational effectiveness and productivity.

PUBLICATIONS

Available on request.

REFERENCES

Available on request.

excluded from consideration for a job. If using a functional format, list your strongest experience and qualifications first. Selectivity is essential, as the ideal resume is confined to one page. Adhering to this limit is not mandatory, but *in no case* should your resume exceed two pages.[17]

A second principle to follow in drawing up your resume is to stress your accomplishments and specify your abilities rather than your job duties (Lathrop, 1977:62-63). For example, working for the student newspaper involves writing articles, preparing lay-outs, and soliciting advertising. Rather than listing any one of these duties, state that you were responsible for initiating a new column, for devising new procedures for setting up issues, for increasing the advertising revenue by so many dollars, etc. Or, if you did volunteer work at a local family planning agency, say that you participated in establishing new procedures for processing clients more effectively, rather than that you assisted with the office work. Whenever possible, articulate your success or the results you produced in quantitative terms. Specify the dollars you saved, the percentage by which you increased output, etc. You can also include oral or written praise of your work, if it is brief.[18] A third general principle of resume construction is ending on an upbeat or unexpected note (Lathrop, 1977:83). This can be accomplished by including a brief description of job related traits in the "Personal Information" section. For example, you might say "I thrive on challenge", or "I frequently take on 'impossible' jobs, but am never defeated by them." Such an

[17] If in doubt about using one or two pages, remember that two neatly spaced pages look better than one crammed full of information. A good rule of thumb is that people with less than ten years of work experience should confine themselves to one page. Those with more may use two pages (Lathrop, 1977:84).

[18] Appropriate examples include: my speciality examination was considered "the most comprehensive treatment of the subject by any student here"; my supervisor remarked "you are one of our most conscientious and inventive employees"; at the end of the semester several students remarked "you are the best T.A. I've ever had".

ending is likely to give an employer pause and insure that his or her last impression of your resume is positive.

In short, your resume should be designed so that it emphasizes your outstanding traits and shows prospective employers how your presence will benefit their organization. Succeeding in this endeavor requires both creativity and patience. A resume is not prepared in the course of an evening. Rather, it should go through several drafts, each of which is extensively rewritten and polished. As you proceed, try to reduce all your descriptions to the bare essentials. You can even adopt the sharply abbreviated form typical of telegrams (Lathrop, 1977:85). Be sure that all the information you include is accurate, particularly dates. Use action verbs,[19] especially at the beginning of sentences, and the jargon appropriate for the field in question. As noted earlier, informational interviewing is a good means of determining currently fashionable terminology, as are want ads. It is also a good idea to prepare a more extensive master resume that can be tailored and changed to suit specific jobs. In doing do, your key task is to match your skills with the needs of the employer.

Once all the material to be included in your resume is assembled and suitably worded, the final copy should be carefully organized and neatly typed. In preparing it, try to arrange your material in an eye-catching manner. This effect can be enhanced by the judicious use of lines, stars and bullets (see Tables 3 and 4 for examples).[20] When the final version is ready, your resume should be reproduced in a professional manner on high quality off-white paper. What this involves depends on how you are utilizing your resume. If you have decided to send your resume, with an appropriate cover letter, to a large number of employers, you should have it professionally printed (i.e., multilith or photo offset). If, on the other hand, you are preparing a resume that is tailored to a particular opening, you should probably make a high quality xerox copy. Another way to adapt your resume to a specific job is to underline those aspects of your experience that are most pertinent to the position in question. See Table 3 for an illustration.

Since preparing a resume is such a complicated and important task, you may feel inclined to get some assistance. Friends and faculty may be helpful in determining what you should include and how you might formulate it, as may the staff at the Placement Center. One can also have one's resume professionally prepared, but the danger in doing so is that most employers recognize the writing style of commercial houses and will discount your resume's accuracy as a result (Lathrop, 1977:86; Irish, 1978:100). Further, no professional can pinpoint those accomplishments and skills that make you unique as effectively as you can.

Cover Letters: Baiting the Hook

Once your resume is complete, it needs to come to the attention of employers searching for new personnel. If you have completed a series of informational interviews, the task of locating vacancies is considerably simplified. By periodically checking in with the contacts you have established, you should hear about openings.[21] In addition, you might conduct additional informational interviews de-

[19] Examples are designed, implemented, managed, organized, supervised, analyzed, researched and mobilized.

[20] Additional examples of how your resume might be organized can be found in Lathrop (1977:67-74; 94-115).

[21] If the initial call strikes you as awkward, preface your inquiry about vacancies with the statement that you have now decided to pursue the subject's occupation and that his or her agency impressed you.

signed to establish contact with firms or agencies likely to have vacancies in the near future. Although you should still approach your new subjects by requesting information about their work, your aim is to determine if the organization is likely to hire someone like you in the near future.

There are several other means of becoming aware of who is hiring, though confining yourself to currently existing vacancies may not be your best strategy, as will become apparent shortly. One obvious source of available positions is the classified section of the newspaper. More often than not, this is of limited utility, however, as most openings are not advertised. Further, bonafide ads generate so many replies that the chances of being invited for an interview are slim.[22] Research indicates that, on the average, organizations extend one interview invitation for every 245 resumes they receive in response to advertisements or by other means. The ratio of interviews granted to resumes received varies from one in 36 to one in 1,188 (Bolles, 1982:14). Of course, if want ads are placed in professional or technical journals, the situation is different and they can be a useful guide to openings.

Another means of locating vacancies is to inquire at the Professional Service Section maintained by some regional offices of the United States Employment Service. With 2000 offices nationwide, it provides information on positions available in your area and elsewhere.[23] Finally, alert your friends, relatives, college teachers and other contacts to the fact that you are looking for concrete openings. Give them a copy of your resume and ask them to bring appropriate vacancies to your attention. As was the case with informational interviewing, evaluate everyone you meet in terms of their ability to assist you in this new phase of your job hunt, and question them about openings that have recently come to their attention.

As most vacancies are not formally advertised, informal contacts are your most promising source of job leads. But you might be wise to adopt a more active approach, and bring your resume to the attention of employers likely to hire someone like you, regardless of whether they have a vacancy at this very moment. Such a strategy is most effective for higher level jobs and if you are seeking a position in another area of the country. It involves sending your resume to a carefully selected group of organizations whose work interests you, and following up with a telephone request for an interview.

Determining who to approach involves the sort of library research discussed earlier (see page 7). Scan annual reports and public relations material to locate suitable prospects. In doing so, note the name and title of the person heading the unit in which you wish to work. If it is not listed, call the organization and inquire. Should you be unable to determine who is in charge, address your letter to the firm president or agency head. In all other cases, address it to the person directly responsible for hiring you and not to the personnel office.[24] Should you, or someone you know, be acquainted with an employee of one of the firms or agencies you are approaching, they, rather than the unit head, might be sent a copy of your resume. In this instance you would inquire about procedures for obtaining an employment interview in your

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[22] Read the Classified Section with care, as some advertisements are misleading. They are designed, not to recruit someone for a specific job, but to gather resumes that may be useful sometime in the future.

[23] The Washington, D.C. office has an innovative professional service, but most others are of limited utility, according to Bolles (1982: 26).

[24] If you are interested in personnel work, this does not apply.

follow-up telephone call. See the discussion on page 10 for tips on how you might identify such "in-house" contacts.

Given the fact that employers pay no attention to the vast majority of resumes they receive, yours must arrive with a very effective cover letter, if it is to receive serious attention.[25] Such a letter is individually typed and opens with a sentence designed to pique an employer's interest. The body of the letter briefly outlines those skills and accomplishments likely to arouse curiosity. Emphasize your ability to solve problems commonly encountered by the employers you are addressing. Your letter should appeal to the recipient's self-interest, and give the impression that hiring you would improve efficiency, profits, productivity, etc. If you are writing in response to an advertisement, indicate where you heard about the position you are applying for, and how you can be reached for an interview. In asking for the latter, do not be tentative or leave it up to the employer's discretion to contact you. Simply propose in a forthright manner that you be contacted for an interview in the near future (Curran and Telesky, 1980). If you are not responding to an ad, it is wiser to avoid the word "interview". Ask for a meeting or inquire "when we might get together". If the employer is in the vicinity, indicate you will call in the next few days to arrange a meeting to discuss employment or what your subject would advise you to do as you seek work. In writing to employers in more distant places, indicate you will contact them just prior to, or during, an upcoming visit to their area.

All the essential information can be incorporated into a fairly brief letter, as the first example in Table 5 indicates. In corresponding with Mr. Jones, Jane Doe has drawn attention to those aspects of her resume most clearly relevant to his immediate problems. As a result, she is likely to catch his attention. The second example in Table 5 is quite different in approach from the first. Rather than serving to introduce a resume, it briefly summarizes all of Jane Doe's major accomplishments. As a result, the letter can stand on its own and need not be accompanied by a resume. This has the advantage that it gives you latitude to adjust your resume to fit the job in question, should one materialize at your face-to-face meeting. More importantly, by omitting your resume you need not show it to anyone until well after the initial contact has been made. In consequence, prospective employers will not be put off by aspects of your background which suggest you may not be qualified for the position in question. Since the previous experience of most graduate students is not of the sort employers expect, this is a considerable advantage. Other examples of persuasive cover letters can be found in Lathrop (1977:143-161). In using them to develop your own letters, be sure to reword and adapt them to your own purposes.

Mail your letters so that they arrive on Tuesday or later. Monday's mail tends to be heavier than usual, and as a result, a letter arriving on that day stands a greater chance of getting lost in the shuffle. The first day of the week is also more hectic than others, so request interviews for later in the week. Your telephone call asking for a meeting should be timed so that it occurs a day or two after your letter arrives. If you allow more time to elapse, your letter will be forgotten. Even if your letter is remembered, there is a good chance that you will receive a negative response to your interview request. If the employer's reason for not meeting with you is that his/her firm has no openings, counter with a request for advice about current developments

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[25]The following discussion is drawn from Lathrop (1977:133-142).

Table 5: SAMPLE COVER LETTERS

Mr. William Jones
Coalition to Ban Handguns
760 Market Street
San Francisco, CA

Dear Mr. Jones:

It is well-known that environmental groups have been far more effective in influencing legislation than have organizations devoted to limiting handgun use. My in-depth study of a very successful Sierra Club branch, as well as my expertise in social research, would be of value to your newly formed Coalition. The enclosed resume outlines my expertise in enhancing organizational effectiveness.

If you agree that I can play a role in making your organization's effort to limit handgun sale bear fruit, I am sure that you will not mind me calling you for an appointment before I visit the Bay Area next month.

Cordially,

Jane Doe

Mr. John Smith
All Purpose Insurance
800 Main Street
Richmond, VA

Dear Mr. Smith:

Discovering and implementing means of improving managerial effectiveness, which in turn increases productivity, is a subject which fascinates me. This is evident from my previous experience:

— I recently devised and executed a study of a local organization with the aim of determining what features accounted for its unusual effectiveness. In my final report I identified numerous organizational procedures which contributed to successful functioning, and which can be adopted by organizations such as yours.

— I have gained additional insight into the nature of corporate functioning by becoming thoroughly familiar with the many scholarly studies of business organization.

— Thanks to recent teaching experience, I am able to communicate my ideas about managerial innovation in an effective and convincing manner.

— Implementation of my ideas about effective management while supervising the evening shift at McDonalds led to more efficient service and a smaller staff.

— As Chair of the Social Action Committee at George Mason University, I was able to match 500 students with the requirements of 50 voluntary agencies. The time required was minimal and dissatisfaction rare.

In the belief that your organization will soon need people dedicated to improving managerial effectiveness, I would appreciate the opportunity to meet with you. I am confident that you are in a position to advise me on where my experience can be put to best use. I hope you have no objection to my calling on Tuesday to arrange an interview for later in the week.

Yours truly,

Jane Doe

in the field. Add that you know he/she is very knowledgeable about such matters, and therefore, a brief meeting would be invaluable. If the response to this gambit is, "Sorry, I'm too busy", ask if there are others in his/her organization, or elsewhere, that you should contact. In approaching anyone you are referred to as a result, be sure to begin by naming the person who suggested that you call.

Lathrop (1977:90) indicates that 200 resumes with appropriate cover letters will give rise to about 12 interviews. This is not a great many, but may be more than sufficient. Moreover, this response rate can be doubled by simply approaching the same employers a month later without mentioning your first mailing. Even greater success may be achieved by writing to a much smaller number of employers (i.e., 10 to 20) after researching their organizations in detail and carefully tailoring your letters to their individual needs.

The Employment Interview: Stumbling Block and Springboard

Once your cover letters bear fruit, you will be confronted with the last major challenge of your job search: the formal employment interview. This hurdle is inevitable, even if you learned of the vacancy in question through informational interviewing. This does not limit the utility of the latter, however. Quite the contrary; the informational interview provides valuable preparation for the more formal interchange that follows. Due to your prior contact with the agency or firm you are applying to, you will have acquired a fund of knowledge about its problems and operating procedures. As a result, you will appear knowledgeable during the employment interview, which is a great asset. Should the interview request come from someone in the Personnel Office, rather than from your contact, say as little as possible about your qualifications on the telephone. Generally, the purpose of such questions about your background is to eliminate you from the applicant pool. So, be careful not to allow yourself to be interviewed on the phone. Say you appreciate the caller's interest, but that there are no simple answers to his/her questions. Add that such matters are best discussed in depth during a personal interview.[26]

[26] My thanks to Philip Monchar for this tip.

The immediate purpose of an employment interview is to give prospective employers an opportunity to determine which of several candidates is most appropriate for a given vacancy. Since any job involves more than perfunctory completion of a set of tasks, your character and demeanor will be assessed during the interview. What the employer is after is an assessment of the whole you. Although you cannot avoid such scrutiny, you need not let the interview be nothing more than a one-sided evaluation. The employment interview also provides an opportunity to assess the pros and cons of the position for which you are applying. Even if you have been impressed with a firm or agency during prior contact, this particular job may not be to your liking. So, be sure to give them the once over, while they look you over. Moreover, you might let the interviewer know you are doing this by specifying your own requirements for the job in question, and inquiring whether they can be met.

Employers generally do not end up hiring the person best qualified for a given job. Rather, they fill their vacancy with the person whose performance during the employment interview impresses them most. For the applicant, therefore, the interview is the most important hurdle in the job hunting process, and putting one's best self forward is mandatory. To succeed at this crucial juncture you do not need to be innately gregarious or a polished conversationalist. Rather you need to be thoroughly prepared. This means knowing what points you want to make *before* you ever set foot in the interviewer's office. In particular, know how your skills and abilities will be useful in the job for which you are applying. Also, be prepared to specify a set of career goals and how the position in question relates to them. Further, know about your field of interest, especially general employment prospects and the salary range. And finally, be informed about the company or agency you are about to visit. If you have acquired this knowledge during your informational interviews, or through earlier library research, little additional information-gathering will be required. It is important to have facts and figures at your fingertips during the interview, and therefore, details about the firm's history and operation should be reviewed the night before. In some respects, preparing for an employment interview is akin to cramming for an oral examination.

In addition to assembling information that might be useful during the interview, you should try to anticipate possible questions and devise answers. Table 6 lists a series of frequently used queries. They relate to the following major topics: your skills and how they relate to the job being applied for; knowledge of your field of expertise; general character traits; any preferences or traits that might make you unsuitable for the position in question; and questions you might have about the firm or job. The last should deal with matters such as the possibilities for career advancement, or the duties and responsibilities of the position for which you are interviewing. In exploring the nature of the job, devise means of using your questions to indicate how your skills make you the appropriate person to hire. Your questions should also reflect your knowledge of the company or agency you are dealing with.[27]

Two of the questions in Table 6 are tricky and deserve special attention. One concerns salary. This issue is generally raised by the interviewer and is a treacherous

[27] Other specific questions you might ask include: (1) How many people have held this position in the last five years? Can I talk to any of them? (2) With whom would I work on the job? May I talk with them? (3) You've been with this organization for several years. What have you liked most and least about it? (4) Why exactly are you hiring someone for this job? (5) Who would my immediate boss be?

Table 6: FREQUENTLY ASKED INTERVIEW QUESTIONS

- tell me about yourself.
- what was your rank in your college graduating class?
- why did you go to graduate school?
- why did you study sociology?
- why should we hire you?
- what would you do to improve our operation?
- how do your skills relate to our needs?
- what are your future career plans?
- professionally, where would you like to be in 5 years? in 10 years?
- why do you think you might like to work here?
- how long will you stay with this firm/agency?

- why did you choose your particular field of work?
- what qualifications do you have that make you feel you will be successful in your field?
- what do you know about opportunities in the field in which you were trained?
- what are the disadvantages of your chosen field?

- what are your most outstanding characteristics?
- what do you really want?
- what is your greatest weakness?
- what are your greatest strengths?
- what are your greatest accomplishments to date?
- why do you think you would like this particular type of job?
- what have you learned from some of the jobs you have held?
- do you have an analytical mind?
- what have you done that shows your initiative and willingness to work?
- are you primarily interested in making money or in helping your fellow human beings?
- do you prefer to work with figures or with words?
- what books have you read recently?
- who has had the greatest influence on you?
- what causes you to lose your temper?
- what is the largest sum of money you were ever responsible for?
- what kinds of decisions are most difficult for you?
- how many people have you fired and how did you do it?
- how do you spend your spare time? what are your hobbies?

- what size city do you prefer?
- what are your ideas on salary?
- will you be able to put in extensive overtime or travel extensively?
- describe your health for me. Have you any serious injury or illness?

- what would you like to know about us?

Note: the above questions are taken from Curtin and Hecklinger (1981c:26); Lathrop (1977:183-185); and Irish (1978:126).

one because asking for too little is as incorrect as asking for too much.[28] If you have explored the matter during your informational interviews or scanned the want ads, the question itself should not pose any difficulty, as you will know what sorts of starting salaries are current. This still leaves the matter of how to respond. In some cases, it is wise to state your salary requirements before the interviewer raises the subject, and argue that they are justified by your qualifications. But if your previous salary has been low, as is the case for most graduate students, it is good strategy to be vague about salary, since employers frequently use previous wage level as the basis for starting pay (Irish, 1978:152). Try to turn the question back on the interviewer and get him/her to name a figure. If this succeeds, react neutrally to whatever sum is named (e.g., "Oh, I see."). Should the interviewer insist on a response, say you expect to be paid in keeping with the "industry norm". Only name actual numbers if there appears to be no other option, and then respond in terms of a range rather than a specific figure.[29] Like the issues of earnings, the question about your weaknesses is a tricky one, as you may exaggerate your shortcomings or bring up matters that might not prove problematic in the job. Your best strategy is to respond in terms of your strengths. Say something like "my greatest problem is that I find my work more satisfying than anything else"; or, "I am a perfectionist—I insist that everything be done just right."[30]

Once you have all your questions and answers down pat, be sure to practice your responses. At the very least, rehearse your answers out loud. If possible, get a friend or roommate to play the role of the interviewer.[31] As you respond, bear in mind that your primary task during the interview is to convince the person you are talking to that you should be hired in preference to anyone else. In consequence, you want to stress those skills, qualifications and character traits particularly relevant to the job in question. Be able to articulate your employment priorities, the employer's needs, and how the two match.

On the day of the interview, leave yourself plenty of time to get ready. Make sure that you have several clean copies of your resume to take with you, as well as a list of your references. Also, take along a portfolio of your work (it might include term papers, publications, commendations, honors, etc.). After assembling everything you want to take, make certain that you are presentable. The jeans you normally wear to class are not appropriate attire for an employment interview, nor is your best party dress—choose something in between.[32] Try to arrive at the interview site ten minutes early, so that you can catch your breath and compose yourself. Although it is perfectly acceptable to read while you wait, it may not be wise to peruse a newspaper, or poorly printed magazine, as you will end up with dirty hands. And, finally, if you know it beforehand, memorize the interviewer's name. Take your clue about whether to use first or last names from him or her, and shake hands *firmly* when you meet.[33]

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[28] If you ask for too much money, you will be viewed as having unrealistically high expectations, while if you ask for too little you will be viewed as unable to assess your worth.

[29] Irish (1978:145-158) presents a good discussion of how to carry on salary negotiations.

[30] Other "weaknesses" you can mention include being too ambitious or too conscientious.

[31] The Placement Center may be helpful in this respect. If you ask, the staff may assume the part of the interviewer for you, or let you videotape yourself during a mock interview. This may also help you prepare your resume.

[32] Men should wear a suit or a sports jacket and a good pair of slacks. In either case a tie is in order. Women should wear a suit or a dress suitable for everyday wear. Neither should be too revealing.

[33] If the interviewer does not smoke, ask permission before lighting up (Irish, 1978:124).

Once you are ushered into the office for the start of the interview, remember that:

- it does not pay to be nervous. Letting the jitters get the better of you is counterproductive. Resolve to do the best you can and banish all anxiety and nervousness. Equally important, be yourself during the interview. Otherwise, you will feel awkward and impress the interviewer as stiff (Irish, 1978:116-117).
- you need to give an impression of confidence and certainty about your career plans and describe your accomplishments with conviction. But, do not appear too eager to get the job you are interviewing for. Even if you are desperate, play it cool.
- you should look the interviewer in the eye as you talk. Eye contact is an important criterion in evaluating applicants' performance, so establish it early and maintain it. At the same time, staring fixedly at the interviewer is overdoing a good thing.
- it pays to be a good listener. Let the interviewer talk if he or she wants to. Listening is less strenuous for you than talking, and what the interviewer says may provide some clues about the sort of person being sought.
- you should answer all appropriate questions briefly and concisely, but can take your time doing so. Be as specific as possible, and use examples in discussing previous jobs. In addition, be honest and do not hesitate to admit your ignorance (Irish, 1978:122). But, keep your comments about past employers and co-workers neutral—it is not good policy to criticize those you worked with previously.
- you need not respond to questions that are inappropriate (i.e., age, race, sex, ethnic origin, arrest record), or inquire into your personal life (e.g., marriage and family plans, etc.). If you do not wish to answer, be sure to prepare a polite means of declining. One approach is to respond by asking "can you tell me why that question is important?" or, "why is that sort of information relevant to the job in question?" Another approach is to respond in the briefest possible way, adding "but I don't think this bears on my ability to do the work".
- if your interviewer asks an inordinate number of inappropriate questions, or appears to be unreasonably hostile and aggressive, you may be experiencing what is referred to as a "stress interview". This is designed to see how well you cope in a difficult situation. Once you realize what is going on, you can either play along or call the interviewer's bluff by saying you know what is going on and wish to know its purpose.
- *the best way to show your interest in the job is to ask questions about it.* Ask those questions concerning the organization as a whole first and those relating directly to you last (Curran and Telesky, 1980:130-133).
- you should arrange for a means of finding out about the interview results before leaving. If the interviewer indicates that he or she will call you in the near future, but does not, you should call the firm or agency. Such persistence will be viewed favorably.
- you should never accept a job offer on the spot. Ask for several days or a week to think it over, so that you can give careful consideration to the pros and cons of the job. Sometimes, one's perspective changes dramatically once the immediate excitement of getting an offer fades. Also be sure to get all elements of an offer in writing before accepting, especially if a promise of future promotions is involved. In considering an offer bear in mind that you cannot expect to begin at the top or advance immediately. During the first year or so you will spend much of your time learning how the agency or firm operates on a day-to-day basis and what sort of work

it does. Until you have mastered these fundamentals you cannot expect to be highly paid or advance rapidly (Curran and Telesky, 1980:98-100).

The first thing to do after an employment interview is to let out a sigh of relief and relax. Once you recover, evaluate your performance, trying to pinpoint areas in which you might have done better. There is no *right* way to interview, but there are better and worse ways. So considering whether you performed at your optimum can assist you in the next interview. In thinking about these matters, it is helpful to know why people fail to get job offers after an interview. Table 7 lists some of the common reasons why employers reject applicants. Many appear trivial, but that is precisely why it is relatively simple to take the necessary precautions during an interview.

Employers rarely tell you the real reason you are not being hired, so you can discount much of what they say (e.g., you are overqualified; you lack the proper credentials/experience, etc.). Remember, the very fact that you were given an interview is a sign that your job campaign is succeeding and that you are very close to being offered a job (Irish, 1978:136-137).

If you did not get the job, though you would have liked it, or if no immediate decision is to be made, write a thank you letter to the interviewer. Especially in the second instance, the sooner you get the letter off the better. If you touch on some element of the interview, the letter gives you an opportunity to make some point more clearly than you were able to at the time of the interview. You can even send along a copy of one of your articles or term papers if it is relevant. A note of thanks shows your persistence and interest in working for the firm or agency in question, and will enhance your chances of getting a job there, either at present or in the future.

Once you get to the interview phase of your employment search, be prepared for several rejections before finally landing the job you want. Although failing at this late stage is painful, regarding each interview as a learning experience can rob rejection of much of its sting.

Table 7: REASONS FOR REJECTION

- poor personal appearance
- inability to express self clearly
- lack of planning for career; no purpose and goals
- lack of interest and enthusiasm; indifferent
- unwilling to start at the bottom; expects too much too soon
- makes excuses; evasive
- lack of tact
- condemnation of past employers
- fails to look interviewer in the eye
- sloppy application form
- only wants job for a short time
- lack of knowledge in field of specialization
- no interest in work of agency
- unwillingness to travel or relocate
- lazy
- intolerant; strong prejudices
- narrow interests
- inability to take criticism
- late for interview without good reason
- asks no questions about job

(Adapted from Curtin and Hecklinger, 1981c:27.)

CONCLUSION: AVOIDING REJECTION SHOCK

In reading the preceding pages, you may have wondered why so little was said about the conventional job hunting strategies: answering want ads and distributing one's resume to vast numbers of employers. The reason is simple—they tend to be ineffective. Above and beyond this, conventional strategies generate numerous negative replies and few positive ones. If one is prepared for it, this outcome may not present a problem. But, as each disinterested response is far more painful than one expects, a great number may lead to "rejection shock". This can set in if negative job-hunting experiences become overwhelming. Once such shock occurs, you are unable to continue looking for work or do so unenthusiastically. You become certain that you will fail to get any position you apply for because of your inherent weaknesses and faulty skills. Once it sets in, rejection shock may last several months and require professional counseling (Bolles, 1982: 15; Curtin and Hecklinger, 1981c: 24-25).

The procedures outlined in the preceding pages are designed to avoid the danger of rejection shock by minimizing the negative features of the job hunting process and maximizing your control over what happens. Informational interviewing is particularly effective in this regard. In addition, it helps to meet with friends who will boost your morale. One way to insure such contact is to join or form a job-hunting club. Such a support group provides reassurance and the opportunity to exchange employment leads. If you hit a dead end, despite everyone's help and good advice, do not hesitate to seek out professional career counseling. This may be available free of charge at the campus Counseling Center. Finally, bear in mind that identifying a desirable career and finding good employment require a great deal of work and effort, particularly during adverse economic times. During the six months or more it may take to locate positions suited to your needs, patience and persistence are essential virtues.

"One final note, then, as we wish you all Godspeed. Those of us now inside academia most heartily encourage those of you outside academia to stay outside academia."

Drawing by D. Reilly; 1982 *The New Yorker Magazine, Inc.* Used by permission.

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Appendix A: Example of a Curriculum Vita

Curriculum Vita

JANE DOE
198 Friendship Way
Richmond, VA 23280
(804) 232-4136

Birthdate and Place:

July 19, 1952; Washington, D.C.
Married.

Education:

B.A., 1975; George Mason University; Sociology.
M.A., 1978; Virginia Commonwealth University; Sociology.
Ph.D., 1982; University of Maryland, College Park; Sociology.
Fluent in Italian; Reading knowledge of French.

Fields of Interest:

Complex Organizations; Socialization; Environmental Sociology; Political Sociology.

Awards and Honors:

1978 Departmental award for outstanding Master's paper.
1975 Phi Beta Kappa.

Teaching and Research Experience:

1981-82	Teaching Assistant; Sociology Department, University of Maryland. Co-taught courses dealing with Socialization.
1979-1981	Teaching Assistant; Sociology Department, University of Maryland. Involved in Introductory Sociology courses.
Spring, 1979	Teaching Assistant; Sociology Department, University of Maryland. Involved in courses dealing with Environmental Sociology.
Fall, 1977	Staff member; Sierra Club, Richmond, VA. Carried out observational studies of organization.
1975	Research Assistant; Sociology Department, George Mason University. Assisted in campuswide survey of student drinking patterns.
1975-1978	Supervisor of evening shift; McDonalds, Richmond, VA.
Summer, 1974	Work Director; Gilbert and Sullivan Players, Falmouth, MA.

Publications and Papers:

"Antecedents of Students' Career Aspirations." Social Psychology Quarterly, forthcoming.

"The Genesis of Students' Educational and Occupational Aspirations: Some Preliminary Insights." Paper read at the 1981 annual meetings of the American Sociological Association, August, 1981.

Organizational Modes that Foster Success: Case Study of a Local Environmental Organization." Paper read at the annual meetings of the American Sociological Association, August 1979.

"Organizational Dilemmas of a Local Environmental Group." Paper read at the annual meetings of the Eastern Sociological Society, March, 1978.

Dissertation Topic:

Antecedents of High School Students' Career Aspirations: A Secondary Analysis." Investigation of familial and other factors molding high school students' educational and career aspirations. Executed multivariate analysis using national sample of student responses. (Available from University Microfilm; Ann Arbor, Michigan.)

Courses Taught:

Environmental Sociology; Socialization; Complex Organizations; Introductory Sociology; Qualitative Methods.

Memberships:

American Sociological Association
Sociologists for Women in Society
Sierra Club Governing Board, Richmond, VA

References:

Professor Joan Smith
Department of Sociology
University of Maryland
College Park, Maryland

Professor Thomas Jones
Department of Sociology
University of Maryland
College Park, Maryland

Professor Mary Nelson
Department of Sociology and Anthropology
Virginia Commonwealth University
Richmond, Virginia

Professor William Miller
Department of Sociology and Anthropology
Virginia Commonwealth University
Richmond, Virginia

Appendix B: ADDITIONAL EXAMPLES OF RESUMES*

The resumes included in this Appendix were prepared by graduate students seeking employment. Their names and institutional affiliations have been altered, but their experience is reproduced intact. These resumes are presented, not as examples of stylistic perfection, but to illustrate how graduate students looking for applied jobs summarize their background and experience. The resumes also reveal what types of skills recent graduates can reasonably be expected to have.

*My thanks to Paul Reynolds at the University of Minnesota for making these available.

BARBARA SMITH
363 Jason Avenue
Minneapolis, Minnesota 55455
612/231-4480 (home) 612/373-5151 (work)

PROFESSIONAL OBJECTIVE

A position in a county or state agency requiring knowledge of criminal justice and expertise in social research.

PROFESSIONAL EXPERIENCE

Research Assistant, Department of Sociology, University of Minnesota.

- Hennepin County Probation. Responsible for selecting the sample and coding the information from presentence investigation files.
- Sociology of Law. Duties including bibliography research and reviewing articles in the various areas surrounding this book.
- Police Work and Family Life. Participated in development and coding of a questionnaire distributed to St. Paul police officers. Involvement in this project also included interviews with police officers and their wives regarding their daily activities.

Research Assistant, Department of Family Practice, Medical School, University of Minnesota.

- The Program in Human Sexuality. Responsible for management of psychological test data and implementation of SPSS and SIR programs in data analysis.

SUPERVISORY, ADMINISTRATIVE

- Assistant to Head Chef, Olympic Hills Golf Club, Eden Prairie, Minnesota. Responsible for a four-person crew in preparing kitchen for night meal.
- Day Cook, Mr. Steak, Richfield, Minnesota. Responsible for three-person crew in preparation of mid-day meal.
- Assistant to Curator, Bakken Museum of Electricity in Life, Minneapolis, Minnesota. Responsible for six-person crew in dismantling, transportation and setup of museum displays.

DATA ANALYSIS	Trained and experienced in SPSS, SIR, MULTREG statistical programs Trained in multivariate regression analysis, analysis of variance, correlation, crosstabular analysis, factor analysis, and path analysis.
RESEARCH TECHNIQUES	Training in sample procedures and questionnaire construction. Experience with in depth telephone and personal interviewing. Experience in coding of survey data and the construction of reliable scales. Experience in bibliography research and reviews of literature. Knowledge in the area of psychological testing.
EDUCATION	Currently a Ph.D. student in Sociology, University of Minnesota. B.A. in Sociology of Law, Criminology, and Deviance, University of California.
ELECTIONS, AWARDS	Student Representative, Graduate Affairs Committee Student Representative, Undergraduate Affairs Committee
PROFESSIONAL AFFILIATIONS	American Sociological Association Midwest Sociological Association Sociologists of Minnesota
REFERENCES	Available upon request

JOHN HOWARD
15 West Way
Urbana, Illinois 61801
(217) 335-5353

PROFESSIONAL OBJECTIVE	POSITION WITH PERSONNEL DEPARTMENT requiring knowledge of social research and affirmative action.
WRITTEN AND ORAL COMMUNICATION SKILLS	Co-authored an evaluation report on a minority tutorial project Presented university lectures Constructed multiple-choice exams
RESEARCH TECHNIQUES	Experience with interviewing and participant observation Experience in data entry, transcribing tapes, coding questionnaires and developing a literature review Training in sampling procedures, questionnaire construction, survey research and survey design
DATA ANALYSIS	Training in BASIC, FORTRAN, MULTREG Experience in crosstabular analysis Familiarity with multivariate analysis, including an-

alysis of variance, correlation, factor analysis and multiple regression

EMPLOYMENT HISTORY

Teaching Assistant: University of Illinois, 1981-1982

Introduction to Social Psychology
New Forms of Family, Criminal Behavior

Research Assistant: University of Georgia, 1979-1981

Minority Retention Program: 1980-1981
Evaluation of a tutorial program for black engineering students.

Rural Health Project: 1980
Descriptive study on prenatal health practices of rural women.

Elderly Project: 1979
A survey of typical adults' attitudes toward projects for the elderly.

EDUCATION

Currently PhD student in Sociology, University of Illinois
B.A. in Sociology, University of Georgia

REFERENCES

Available on request.

THOMAS MILLER
1581 William Penn Road
Philadelphia, PA 19152
215/241-6484 (home) 215/243-5001 (work)

Employment Objective

Position with market research firm requiring familiarity with diverse data collection procedures and statistical expertise.

Experience With Research Techniques

- Designed sampling procedures for various projects.
- Conducted interviews using telephone, mail, and face-to-face surveys.
- Developed response coding systems and created and tested scales.
- Responsible for design of survey forms.

Administrative Experience

- Supervised multi-wave mailed survey project.
- Trained groups of interviewers
- Supervised field research and data analysis.

Data Processing and Analysis

- Experienced with SPSS and BMDP statistical packages.
- Familiarity with descriptive and inferential statistics, network, cluster, multivariate analysis, and analysis of variance.
- Organized data files for computer analysis.
- Experienced with card, disk, and interactive modes.

Proposal Development and Results Presentation

- Experienced in all phases of project development, design, and implementation.
- Developed project budgets, timelines, and cost estimates.
- Obtained project funding and negotiated contracts with clients.
- Analyzed data, organized results, and presented oral and written reports.

Education

In PhD program, Sociology, University of Pennsylvania
M.A., Sociology, University of Pennsylvania, 1972
B.A., Sociology, University of Illinois, 1968

Professional Affiliations

American Sociological Association
American Association for the Advancement of Science
Clinical Sociological Association
Midwest Sociological Society

References

Available on request.

JANE JONES

1800 Harvest Way; Iowa City, Iowa 52242 (319) 355-4961 (home); (319) 353-4421 (work)

Objectives

I seek the opportunity to assess, educate and/or counsel employees regarding individual and organizational work relationships, as well as private concerns.

Administrative/Supervisory Experience

Have planned, scheduled and implemented the flow of numerous courses. Motivated, coordinated and approved of individual and group projects. Organized and moderated a panel discussion for a civic affairs program. Also created and established a new topics course by guiding its passage through curriculum committee. Have trained and monitored those involved in sample selection. As a crew forman, I trained and evaluated subordinates. Developed a reorganization of the unit work activity and the allocation of resources.

Presentations: Written and Verbal

As an intern for Community Educational Services, I developed a proposal on "Juvenile Delinquency and the Elderly," edited the program newsletter, and revised a report on participant attitudes. As a research assistant, I have drafted a technical appendix. Have written, presented and published material on "Reactions to Instruction", "Teaching Techniques", and "Aging in China." Several of these pieces have been co-authored. Substantial and extensive verbal presentations as a college instructor.

Experience With Research Techniques

Comprehensive experience in all forms of interviewing; from fixed format to depth interviews, both in person and over the phone. Mastery of both overt and unobtrusive field observation. Have constructed questionnaires and drawn samples, many as part of

a team. Also have conceived and constructed many instruments to evaluate the achievement of learning objectives through multi-trait and multi-method approach.

Data File Organization

Well versed in the organization of files from archival research. Have arranged observational data. Am presently engaged in joint construction of files for comparative educational study. Extensive experience in structuring data for evaluation of learning objectives.

Data Analysis

Major expertise with qualitative data. Have also worked with a wide variety of statistical techniques; such as forms of contingency table analysis, multi-dimensional scaling, multivariate analysis and content analysis which are accessible through SPSS and related programs. Much use of test item analysis to reshape and improve objective tests.

Education

University of Iowa	Ph.D. (Sociology) Fall 1983 (Expected)
University of Iowa	M.A. (Sociology) 1981
Monmouth College	B.A. (Sociology) 1977 Magna Cum Laude
Maplewoods Community College	A.A. (Sociology) 1975 High Honors

References Available on Request

Mary White
351 Main Street
Minneapolis, Minnesota 55149
(612) 866-1135

JOB OBJECTIVE

- To work for an organization or firm conducting business or research in developing countries.

ADMINISTRATIVE and SUPERVISORY EXPERIENCE

- Project assistant to the Director of the Hubert H. Humphrey Institute of Public Affairs. Developed and coordinated a seminar focusing on the "triple collision" of modernization, tradition, and social and economic equity in developing countries, prepared budgets, and developed a proposed multi-year, cross-national policy research proposal on the "triple collision" in the modernization process. (1981 to present)
- Policy analyst in the International Development Cooperation Agency (IDCA). Coordinated the preparation of an annual Congressional Report on U.S. development assistance, represented IDCA at inter-departmental and intergovernmental meetings related to bilateral and multilateral aid programs, assisted in the preparation of U.S. policies in regards to multilateral banks such as the World Bank, IMF, African Development bank, etc., participation in United Nations development programs, and assisted

the Deputy Director of IDCA in all matters related to the development programs of other government agencies.

COMMUNICATION SKILLS	
ORAL	• Gave public talks about UNICEF, taped radio commercial. • Experience and facility with the presentation of material to both professional and non-professional groups.
WRITTEN	• Preparing a grant proposal for a multi-year cross-national policy research project focusing on the "triple collision" of modernization. • Prepared a position paper on "The Red Cross and the Frail Elderly" for the National Headquarters of the American Red Cross which was used for the corporate planning segment of the 1981 National Red Cross Convention.
RESEARCH TECHNIQUES	• Graduate training and experience in multi-method approach to research; experience with interviewing techniques. Familiarity with survey design, experimental design, field observation, and participant observation.
DATA ANALYSIS	• Familiarity with bivariate and multivariate analysis, SPSS online, regression, analysis of variance, cross-tabular analysis and others.
EDUCATION	• PhD student in Applied Sociology/Public Affairs (current) • M.A.—International Affairs, American University School of International Service (1978-1980) • B.A.—Sociology, University of Delaware (1975-1977)
PERSONAL FACTS	• Traveled to England, France and Switzerland. Moderate facility with German.